

# **THE CONDITION OF HIGHER EDUCATION IN TENNESSEE**

**The Fourth Annual Report on Progress toward  
the goals of the state's public higher education institutions**

**and**

**the contributions of  
the State's Independent, regionally accredited  
higher education institutions**

**February 2005**

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## EXECUTIVE SUMMARY

Accountability for higher education has been a central priority of the Tennessee Higher Education Commission (THEC) from its founding in the late 1960's. This commitment has been documented for more than a decade by the *Tennessee Challenge 2000* report. This report was established in 1989 to demonstrate to the legislature and the citizens of Tennessee the commitment that higher education has to improved quality, its interest in fostering diversity, and the desire to be accountable to the various constituencies that surround and influence higher education in Tennessee. The goals contained in *The Condition of Higher Education in Tennessee* evolved from the foundation of the 1984 Bragg Marks for Higher Education, the *Tennessee Challenge 2000* report, and the Southern Regional Education Board's *Educational Benchmarks 2000*.

The accountability measures contained in this report span the gamut of P-16 education (i.e. pre-school through the baccalaureate level). The goals and indicators provide a vision and framework for higher education in the decade of 2000-2010. This strategic vision for Tennessee higher education will help to ensure that higher education will continue to strive for excellence, regardless of the fiscal difficulties that may confront the state. Through this and other assessment policies such as performance funding, the state of Tennessee continues to lead the way in developing responsible and reasonable accountability measures of higher education outcomes.

## BACKGROUND

### Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report.

### Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities that are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

### A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities Association, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. *Challenge 2000* contained an annual report on the accomplishments of both of these components of higher education in the state.

### The Condition of Higher Education in Tennessee

This publication marks the third annual report on the progress towards the goals of the *Conditions Report*. These goals were developed in concert with the University of Tennessee system and the Tennessee Board of Regents, as well as the independent colleges and universities. These indicators and benchmarks are linked to the Commission's strategic master plan and the performance program, thereby creating a seamless planning and accountability process.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and are carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities Association and surveys of self-reported data. Other data are drawn from IPEDS (Integrated Postsecondary Education Data Systems) collected by the U.S. Department of Education.

## **The Condition of Higher Education in Tennessee**

As the state of Tennessee transitions into the 21<sup>st</sup> century, its citizens are confronted with a variety of challenges. From funding issues to access, the coming decade holds great promise, yet unprecedented challenges. In order to remain competitive in a changing global marketplace, citizens and educators alike must critically re-examine the educational enterprise in Tennessee. If the state is to retain its volunteer tradition of educational excellence, it is essential that this endeavor be firmly rooted in a set of solid planning assumptions.

*The Condition of Higher Education in Tennessee* report presents a series of goals for Tennessee higher education that will facilitate informed decision making and re-focus the efforts of the state's institutions on issues of greatest need. The areas of emphasis highlighted in this report are as follows:

### **➤ EDUCATING TENNESSEANS – ACCESS AND ATTAINMENT**

**By the year 2010, higher education will reduce the gap between Tennessee and the leading southern states in providing higher education to its citizens.**

### **➤ STUDENT PERFORMANCE AND ACADEMIC QUALITY**

**By the year 2010, higher education will improve the quality of instructional programs and student performance by linking assessment results with continuous improvement.**

### **➤ ENABLING TENNESSEANS - SEAMLESS EDUCATION**

**By the year 2010, Tennessee will establish and document seamless educational transitions for students from pre-kindergarten through higher education.**

### **➤ STRENGTHENING P-16 EDUCATION**

**By the year 2010, Tennessee colleges and universities will support and improve the effectiveness of teacher, school, and P-16 development programs.**

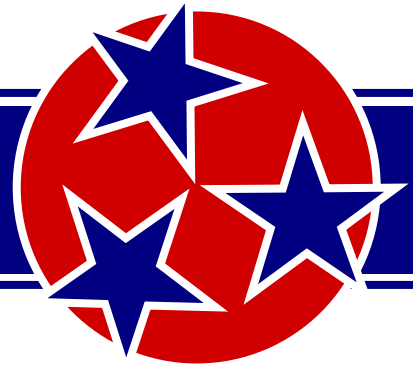
### **➤ FINANCIAL RESOURCES AND UTILIZATION**

**By the year 2010, Tennessee will improve higher education resource development and efficiency in reference to regional and national benchmarks.**

### **➤ RESEARCH, PUBLIC SERVICE, AND ECONOMIC DEVELOPMENT**

**By the year 2010, the role of higher education in promoting workforce and economic development, as well as research and public service directed towards improving the diverse communities of Tennessee will be delineated, documented, and strengthened.**

## Educating Tennesseans: Access and Attainment



**Goal One: By the year 2010, the gap between Tennessee and the leading southern states in providing higher education to its citizens will be reduced.**

For several decades the primary goal of Tennessee higher education has been to provide access for all qualified Tennesseans. While the goal of access has remained constant, so have the problems associated with the fact that a limited number of Tennesseans hold baccalaureate degrees. Simply put, not enough Tennesseans are pursuing and completing postsecondary education, which not only limits individuals' personal and professional opportunities, but also places Tennessee at a competitive disadvantage with other states in terms of economic and community development. In order for the state of Tennessee to reach its full economic and social potential, a greater percentage of its citizenry must participate in the educational process. The goals that follow detail the vision of higher education to create an educated Tennessee, a Tennessee in which all citizens, regardless of income, race, or gender, will have the opportunity to fully realize their potential.

### ACCESS

The state of Tennessee made progress over the decade of the 1990s to ensure that all Tennesseans have the opportunity to attend college. As evidenced by the more than 200,000 residents annually enrolled in postsecondary institutions across the state, access has been the primary goal of higher education. While the enrollment levels in Tennessee remained relatively constant during the past decade, the composition of the student population changed dramatically. The class of 2003 looks much different from the class of 1993. Our present students are older, more racially diverse, and are better prepared for college than students a decade ago.

The following objectives for excellence will continue the diversification of higher education in Tennessee.

## **OBJECTIVES FOR EXCELLENCE:**

1. By the year 2010, the combined headcount undergraduate enrollment of public and private higher education institutions in Tennessee will exceed 220,000.
  - Assessment: Total headcount enrollment
    - ✓ **Target:** By the year 2010, 220,000 students will be enrolled in Tennessee public and private institutions.
    - ✓ **Baseline:** Undergraduate enrollment for Fall 2000 - 210,883 students
    - ✓ **Progress:** Undergraduate enrollment for Fall 2004 – 223,747 students
2. College participation rates of 18 to 24 year old African-Americans will be representative of their current proportion in the population of the state as a whole.
  - Assessment: College enrollment and demographics proportions of African-Americans (18-24 year old cohort)
    - ✓ **Target:** By 2009-10, enrollment rates will be equal to population demographics
    - ✓ **Baseline** According to Census 2000, the proportion of African-Americans age 18 to 24 in the overall Tennessee population was 19.5 percent. In Fall 2000, approximately 18 percent of the total undergraduate population in Tennessee public higher education was African-American.
    - ✓ **Progress:** In Fall 2004, African Americans comprised 19.44 percent of the total undergraduate population in Tennessee public higher education.
3. By the year 2010, enrollment of students over the age of 25 in higher education in Tennessee will increase toward the southern region average.
  - Assessment: College enrollment rates for students age 25 and older
    - ✓ **Target:** By 2009-10, 34 percent of the total enrollment in higher education will be comprised of students age 25 and older, which equals the baseline SREB average.
    - ✓ **Baseline** In Fall 2001, students age 25 and older comprised 29.0 percent of the total undergraduate enrollment.
    - ✓ **Progress:** In Fall 2004, students age 25 and older comprised 31.4 percent of the total undergraduate enrollment in Tennessee public higher education.



## ATTAINMENT

Among the Tennessee Higher Education Commission's central objectives is to develop one of the state's most underutilized resources, the inherent human capital potential of its citizenry. Tennessee has a rich tradition of educational excellence, yet too few of its citizens have been able to realize the dream of a college education. According to the most recent American Community Survey, conducted by the U.S. Census, 21.5 percent of Tennesseans hold a college degree.

Percentage of Population 25 or Older with a Bachelor's Degree (2003 American Community Survey)				
	1995	1999	2000	2003
United States	23.0%	25.2%	24.4%	26.5%
SREB States	19.9%	21.7%	22.4%	23.5%
Alabama	17.3%	21.8%	19.0%	21.2%
Arkansas	14.2%	17.3%	16.7%	19.0%
Delaware	22.9%	24.0%	25.0%	27.6%
Florida	22.1%	21.6%	22.3%	25.0%
Georgia	22.7%	21.5%	24.3%	25.7%
Kentucky	19.3%	19.8%	17.1%	18.6%
Louisiana	20.1%	20.7%	18.7%	21.3%
Maryland	26.4%	34.7%	31.4%	34.5%
Mississippi	17.6%	19.2%	16.9%	18.7%
North Carolina	20.6%	23.9%	22.5%	24.3%
Oklahoma	19.1%	23.7%	20.3%	21.9%
South Carolina	18.2%	20.9%	20.4%	23.2%
Tennessee	17.8%	17.7%	19.6%	21.5%
Texas	22.0%	24.4%	23.2%	24.5%
Virginia	26.0%	31.6%	29.5%	32.2%
West Virginia	12.7%	17.9%	14.8%	17.0%

The educational condition of the state has many ripple effects, both socially and economically. For Tennessee to remain competitive in the information economy, the educational condition of the state must be overhauled. Not only must strategies be developed to attract more students to higher education, but colleges and universities must do a better job of ensuring that students transition through the educational process successfully and receive degrees. While retention and graduation rates have improved in Tennessee during the 1990's, they continue to trail regional and national averages.

The following objectives for excellence provide benchmarks for ensuring that more Tennesseans realize the dream of receiving a college degree.

### OBJECTIVES FOR EXCELLENCE:

4. By the year 2010, retention rates at public colleges and universities will increase towards the SREB average.

- Assessment: Fall-to-fall retention rates (summer returning fall cohort)
- ✓ **Target:** By 2009-10, retention rates will equal the baseline SREB average of 80.5 percent.
- ✓ **Baseline:** Fall-to-fall retention rate for 1999-00 equaled 71.7 percent.
- ✓ **Progress:** Fall-to-fall retention rate for 2003-04 equaled 72.8 percent

5. By the year 2010, persistence to graduation rates at public colleges and universities will increase toward the SREB average.

- Assessment: Six-year graduation rate
- ✓ **Target:** By 2009-10, graduation rates will equal the baseline SREB average of 54.8 percent.
- ✓ **Baseline:** The graduation rate for public universities in 2000-01 was 47.0 percent. Among the independent institutions, the 2000-01 graduation rate was 56.2 percent.
- ✓ **Progress:** Public university six-year graduation rate for 2003-04 (1998 entering class) was 49.2 percent. Among the independent institutions, the 2002-03 graduation rate was 57.7 percent. (Independent data provided by NCHEMS using IPEDS early release data files.)

6. By the year 2010, persistence to graduation rates for African-American students will be within +/- two percentage points of other racial groups in Tennessee higher education.

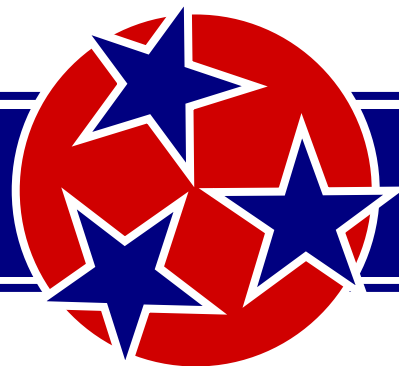
- Assessment: Six-year graduation rate
- ✓ **Target:** By 2009-10, the graduation rate for African American students will equal 49.0 percent (graduation rate for Caucasian students).
- ✓ **Baseline:** The 1995 cohort graduation rate for African American students was 38.7 percent.
- ✓ **Progress:** The 1998 cohort graduation rate for African American students was 43.8 percent.

7. The percentage of Tennessee adults with baccalaureate degrees will reach the SREB baseline average of 21.7 percent.

- Assessment: Percentage of Tennesseans with baccalaureate degree
- ✓ **Target:** By 2009-10, 21.7 percent of Tennessee adults will hold a baccalaureate degree.
- ✓ **Baseline:** In 1999-00, 17.7 percent of Tennessee adults held a baccalaureate degree.
- ✓ **Progress:** In 2003, 21.5 percent of Tennessee adults held a baccalaureate degree.

8. By the year 2010, the overall number of baccalaureate degrees granted by Tennessee higher education will increase by 10 percent.

- Assessment: Number of baccalaureate degrees awarded
  - ✓ **Target:** By 2009-10, 16,000 baccalaureate degrees will be awarded by postsecondary institutions in Tennessee.
  - ✓ **Baseline:** 14,637 baccalaureate degrees were awarded in 2000-01.
  - ✓ **Progress:** 16,142 baccalaureate degrees were awarded in 2003-04.



**Goal Two: By the year 2010, higher education will improve the quality of instructional programs and student performance by linking assessment results with continuous improvement.**

The recent attention of public stakeholders with the accountability of higher education in Tennessee is undeniable, and well warranted. In light of the major economic and social changes that are occurring both within Tennessee and the nation, students, parents, legislators, administrators, and policy-makers consider quality higher education a key component to obtaining employment in today's competitive job market. In order to meet the needs of a changing workforce and economy, higher education must be willing to adapt to the ever-changing needs of the marketplace. The goals that follow detail the commitment of Tennessee higher education to improve the quality of its undergraduate education system.

### **OBJECTIVES FOR EXCELLENCE:**

1. The differential between the ACT score of entering freshman in Tennessee public colleges and universities and that of other SREB states will decrease.
  - Assessment: Average ACT score of entering freshman
    - ✓ **Target:** By 2009-10, the ACT score for entering freshman will equal the baseline SREB average of 22.3.
    - ✓ **Baseline:** The average ACT score for the 2000 freshman class was 21.5.
    - ✓ **Progress:** The average ACT score for the 2004 freshman class was 22.6.
2. By the year 2010, passage rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.

- **Assessment:** Passage rates on professional licensure examinations in medicine, dentistry, engineering, nursing, law, pharmacy, and physical therapy
    - ✓ **Target:** By 2009-10, the average cumulative pass rate on licensure examinations will remain above 85 percent
    - ✓ **Baseline:** In 2000-01, the average cumulative pass rate on licensure examinations was 85 percent.
    - ✓ **Progress:** In 2003-04, the average cumulative pass rate on licensure examinations was 85.2 percent.
3. By the year 2010, general education evaluation results for Tennessee higher education institutions will exceed national norms for the respective examinations used by universities and two-year institutions.
- **Assessment:** Average score of graduating students on national assessments of general education
    - ✓ **Target:** By 2009-10, the overall mean score of at least 50 percent of the colleges and universities in Tennessee will be above national averages for the CBASE, CCTST, or Academic Profile tests.
    - ✓ **Baseline:** Seven institutions (30 percent) scored above the 60<sup>th</sup> percentile on national assessments of general education.
    - ✓ **Progress:** For 2003-04, six institutions (27 percent) scored above the 60<sup>th</sup> percentile on national assessments of general education.
4. By the year 2010, the level of student satisfaction with their overall higher education experience will exceed 90 percent.
- **Assessment:** Responses to biennial *Enrolled Student Survey*
    - ✓ **Target:** By 2009-10, at least 90 percent of students participating in the *Enrolled Student Survey* will report that they were satisfied with their overall educational experience.
    - ✓ **Baseline:** In 2001, 91 percent of Tennessee undergraduates replied that they were satisfied with their undergraduate experience.
    - ✓ **Progress:** In 2004, 93 percent of Tennessee undergraduates replied that they were satisfied with their undergraduate experience.

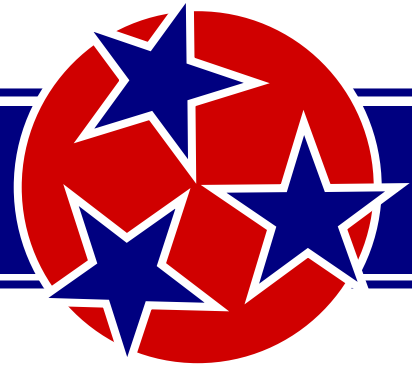
5. By the year 2010, the level of alumni satisfaction with their overall higher education experience will exceed 90 percent.

- Assessment: Responses to biennial *Alumni Survey*
  - ✓ **Target:** By 2009-10, at least 90 percent of alumni participating in the *Alumni Survey* will report that they were satisfied with their overall educational experience.
  - ✓ **Baseline:** In 1999-00, 93 percent of alumni reported that they were satisfied with their undergraduate educational experience.
  - ✓ **Progress:** *Alumni Survey* conducted biennially. Next survey to be conducted in spring 2005.

6. By the year 2010, at least 90 percent of students who complete vocational programs at Tennessee's community colleges will successfully be placed in jobs related to their degree training.

- Assessment: Community college job placement rate
  - ✓ **Target:** By 2009-10, 90 percent of students will be placed in jobs related to their degree.
  - ✓ **Baseline:** In 2000-01, 89 percent of students were placed in jobs related to their degree.
  - ✓ **Progress:** In 2003-04, 91 percent of students were placed in jobs related to their degree.

## Enabling Tennesseans – Seamless Education



### **Goal Three: By the year 2010, Tennessee will establish and document seamless educational transitions for students from pre-kindergarten through higher education.**

One of the central means through which an increased number of Tennesseans will realize the benefits of expanded educational opportunities is to ensure that students are able to seamlessly transition across educational sectors. An important element in this process is the alignment of educational curricula between all levels of education, especially at the transition from high school to college. This importance is best exemplified by the remediation gap, which is signified by the disturbing percentage of recent high school graduates who are not adequately prepared for college. Given the state of education in Tennessee and the clear benefits of aligning K-12 and higher education, the following goals provide a framework for educational excellence.

#### **OBJECTIVES FOR EXCELLENCE:**

1. The Higher Education Commission and the State Board of Education, in collaboration with others, will develop and align academic curricula, assessments and entry and exit requirements and will communicate them to Tennessee students.
  - Assessment: Assessment, entry and exit requirements alignment communicated to Tennessee students
    - ✓ **Target:** THEC will work collaboratively through the P-16 Councils to align high school curricula and assessments with college entrance requirements.
    - ✓ **Baseline:** Curricula alignment process initiated.
    - ✓ **Progress:** Curricula alignment process on-going, projected completion in Fall 2006.
2. The number of high school seniors expressing intent to participate in postsecondary education will increase, as will the number of high school graduates enrolling in higher education programs the following fall after graduation.
  - Assessment: Intent to pursue higher education and the actual college enrollment of recent high school graduates

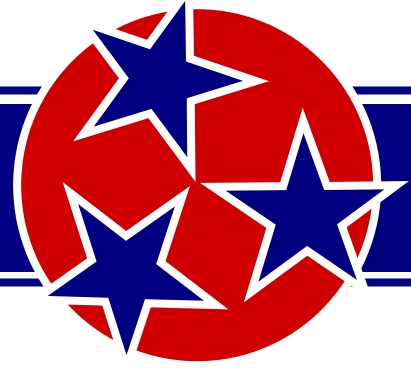
- ✓ **Target:** By 2009-10, 70 percent of the respondents to the *Senior Opinions Survey* will respond that they intend to enroll in postsecondary education the following fall. Additionally, 24,000 recent high school graduates will enroll in a Tennessee public colleges or universities.
  - ✓ **Baseline:** 19,844 recent high school graduates enrolled in public colleges and universities in fall 2000. For the 2002 *Senior Opinions Survey*, 74.8% of respondents reported that they plan to enroll in a college or university.
  - ✓ **Progress:** 23,081 recent high school graduates enrolled in public colleges and universities in fall 2004. For the 2004 *Senior Opinions Survey*, 77.6% of respondents reported that they plan to enroll in a college or university the following fall.
3. By the year 2010, the number of high school graduates enrolling in public higher education will equal or exceed the SREB average.
- Assessment: The percentage of recent high school graduates enrolling in higher education
    - ✓ **Target:** By 2009-10, the percentage of recent graduates attending colleges or universities will reach the current SREB average (55 percent).
    - ✓ **Baseline:** 54 percent of recent high school graduates attended college in the 2000-01 academic year.
    - ✓ **Progress:** 58 percent of recent high school graduates attended college in the 2002-03 academic year.
4. By the year 2010, the number of community college graduates completing university parallel programs enrolling in public universities will increase by 40 percent.
- Assessment: Number of university parallel graduates enrolling in public universities
    - ✓ **Target:** By 2009-10, a minimum of 1,560 graduates of university parallel programs will enroll in four-year institutions the following fall.
    - ✓ **Baseline:** 1,114 university parallel graduates enrolled in four-year institutions in 2000-01.
    - ✓ **Progress:** 1,136 university parallel graduates enrolled in four-year institutions in 2003-04.



5. The percentage of first-time freshmen age 18 years of age or younger (2001 high school graduates) taking developmental studies courses at the university level will be reduced by 20 percent.

- Assessment: Percentage of first-time freshmen age 18 years of age or younger taking developmental studies courses at the university level
  - ✓ **Target:** By 2009-10, only 2,132 recent high school graduates will be enrolled in university development studies courses.
  - ✓ **Baseline:** In 2000-01, 2,655 recent high school graduates enrolled in university level developmental studies courses.
  - ✓ **Progress:** In 2003-04, 2,755 recent high school graduates enrolled in university level developmental studies courses.

## Strengthening P-16 Education



### **Goal Four: By the year 2010, Tennessee colleges and universities will support and improve the effectiveness of teacher, school, and P-16 development programs.**

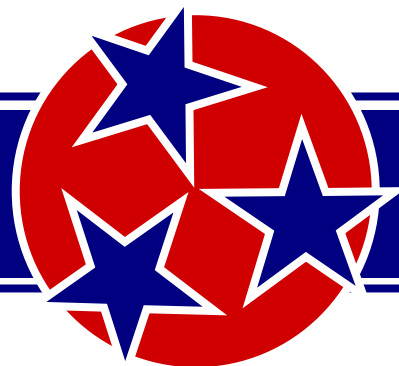
While the P-16 initiative is a relatively new concept for Tennessee, it has a long-standing history with P-16 reforms are underway in 28 states. The goal of educational alignment serves as a framework for P-16, encompassing activities in early childhood education, elementary and secondary education, and higher education. As with most reform movements, P-16 initiatives often reflect the specific priorities of each state. However, two goals remain constant across all programs: (1) moving students smoothly from one education level to the next; and, (2) enhancing teacher preparation. Similarly, the primary focus of the P-16 initiative in Tennessee is centered on providing a seamless transition from one educational level to the next, seeking to ensure that “no child is left behind.” Moreover, teacher preparation is a major emphasis of the Tennessee P-16 initiative. The following areas of emphasis have been identified as critical to P-16 education in Tennessee:

#### **OBJECTIVES FOR EXCELLENCE:**

1. The numbers of teachers prepared by all Tennessee colleges will increase.
  - Assessment: Total number of teachers prepared by Tennessee public and private institutions.
  - ✓ **Target:** By 2009-10, the number of teachers prepared by Tennessee public and private institutions will increase to 4,200.
  - ✓ **Baseline:** In 2000-01, 3,220 teachers were prepared for entrance into the teaching workforce.
  - ✓ **Progress:** In 2002-03, 3,367 teachers were prepared for entrance into the teaching workforce.
2. The number of educators teaching on waivers and permits will decrease by 50 percent.
  - Assessment: The number of educators teaching on waivers or permits

- ✓ **Target:** By 2009-10, the number of educators teaching on waivers or permits will decrease to 1,372, which represents a decrease of 50 percent.
  - ✓ **Baseline:** In 2000-01, the number of educators employed with waivers or permits totaled 2,654, of which 866 held waivers and 1,788 held permits.
  - ✓ **Progress:** In 2003-04, the number of educators employed with waivers or permits totaled 1,326, of which 505 held waivers and 821 held permits.
3. The number of students enrolled in teacher education programs who received financial aid via the Tennessee Teaching Scholars program will increase by 10 percent.
- Assessment: Number of Tennessee Teaching Scholars
    - ✓ **Target:** By 2009-10, the number of students identified as Tennessee Teaching Scholars will increase to 195.
    - ✓ **Baseline:** In 2000-01, 177 students received financial assistance via the Tennessee Teaching Scholars program.
    - ✓ **Progress:** In 2003-04, 206 students received financial assistance via the Tennessee Teaching Scholars program.
4. The percent of graduates completing teacher preparation programs who become teachers in Tennessee will increase by 10 percentage points.
- Assessment: Percent of teacher graduates teaching in Tennessee
    - ✓ **Target:** By 2009-10, the yield rate for entrance into the teaching profession will increase by 10 percent.
    - ✓ **Baseline:** According to the Southern Regional Education Board (2000), yield rates by sector were as follows,
      - Public bachelors graduates – 66%
      - Public post-bachelors graduates – 39%
      - Private bachelors graduates – 41%
      - Private post-bachelors graduates – 37%
    - ✓ **Progress:** According to the Southern Regional Education Board (2003), yield rates by sector were as follows,
      - Public bachelors graduates – 63%
      - Public post-bachelors graduates – 48%
      - Private bachelors graduates – 50%
      - Private post-bachelors graduates – 43%.

## Financial Resources and Utilization



**Goal Five: By the year 2010, Tennessee will improve higher education resource development and efficiency in reference to regional and national benchmarks.**

In an economic era that demands technical expertise, Tennessee must improve the quality of education provided to its citizens. Such improvements are critical if our citizens are to remain competitive in the global marketplace. In order to provide more opportunities to enhance quality of life, Tennessee must increase its resources dedicated to financial aid. Removing financial barriers to higher education, as well as increasing merit-based rewards for the brightest entering college students, will allow Tennessee to maximize the talents of its citizenry. Without a sustained re-examination of the general operating premises of Tennessee higher education, the quality of life for all Tennesseans will suffer as our colleges and universities are continually eroded.

As Tennessee seeks to strengthen educational quality, recruiting and retaining top faculty becomes a paramount concern. Average faculty salaries at Tennessee colleges and universities have fallen precipitously over the last several years when compared to peer averages. When analyzed by rank, Tennessee faculty salaries are below peer averages. In 1994-95, the aggregate average faculty salary in Tennessee was 3.3 percent above the SREB average. By 2000-01, the aggregate average in Tennessee had fallen to 9.3 percent below the SREB average.

FY 2003-04 Faculty Salary Comparisons			
Institution	Average Salary 2003-04	Peer Avg Salary	Percent of Peer Avg.
APSU	\$50,339	\$55,744	90.3%
ETSU	\$51,301	\$55,952	91.7%
MTSU	\$55,568	\$57,894	96.0%
TSU	\$51,045	\$55,421	92.1%
TTU	\$57,469	\$55,917	102.8%
UM	\$58,016	\$66,448	87.3%
UTC	\$55,809	\$55,369	100.8%
UTK	\$68,438	\$75,315	90.9%
UTM	\$50,368	\$54,962	91.6%
CSTCC	\$40,323	\$46,834	86.1%
CLSCC	\$42,059	\$46,834	89.8%
COSCC	\$41,780	\$46,834	89.2%
DSCC	\$42,389	\$46,834	90.5%
JSCC	\$42,717	\$46,834	91.2%
MSCC	\$43,972	\$46,834	93.9%
NSCC	\$38,927	\$46,834	83.1%
NSTCC	\$37,193	\$46,834	79.4%
PSTCC	\$42,846	\$46,834	91.5%
RSCC	\$45,526	\$46,834	97.2%
STCC	\$40,577	\$46,834	86.6%
VSCC	\$41,651	\$46,834	88.9%
WSCC	\$45,208	\$46,834	96.5%

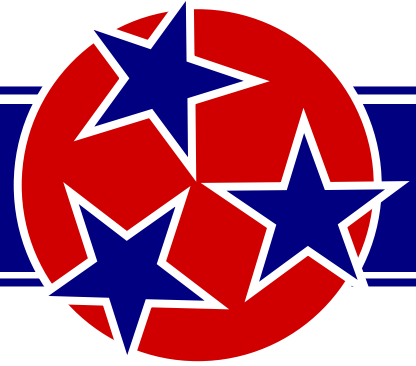
Source: Southern Regional Education Board.

### **OBJECTIVES FOR EXCELLENCE:**

1. By the year 2010, the gap between Tennessee and other SREB states with respect to average faculty salaries will be reduced.
  - **Assessment:** Average faculty salaries at public universities
    - ✓ ***Target:*** By 2009-10, faculty salaries will equal the current SREB average of \$61,616.
    - ✓ ***Baseline:*** In 2000-01, the average faculty salary at public universities was \$53,225.
    - ✓ ***Progress:*** In 2003-04, the average faculty salary at public universities was \$58,598.
2. By the year 2010, the percent of courses at universities taught by full time faculty will increase.
  - **Assessment:** Percent of university courses taught by full time faculty
    - ✓ ***Target:*** By 2009-10, the percent of courses taught by full-time faculty will equal 60 percent.
    - ✓ ***Baseline:*** In 2000-01, 58 percent of university courses were taught by full-time faculty.
    - ✓ ***Progress:*** In 2003-04, 65.3 percent of university courses were taught by full-time faculty.
3. By the year 2010, the average per FTE funding rate in public four-year institutions will be approximate to the SREB average.
  - **Assessment:** State appropriations per undergraduate FTE
    - ✓ ***Target:*** By 2009-10, the average per FTE funding rate at public universities will equal the current SREB average of \$6,296 per FTE.
    - ✓ ***Baseline:*** In 2000-01, the average per FTE funding rate at public universities in Tennessee was \$6,006 per FTE.
    - ✓ ***Progress:*** In 2003-04, the average per FTE funding at public universities in Tennessee was \$5,976 per FTE.

4. By the year 2010, amount financial aid distributed for the Tennessee Student Assistance Award Program (TSAA) will increase.
  - Assessment: Funds distributed for the Tennessee Student Assistance Award Program
    - ✓ **Target:** By 2009-10, the total level of financial assistance available for the Tennessee Student Assistance Award Program will increase to \$58,607,090, which is double the total level of assistance in 2000-01.
    - ✓ **Baseline:** In 2000-01, the total level of assistance was \$29,303,545.
    - ✓ **Progress:** In 2003-04, the total level of assistance was \$41,911,533.
5. By the year 2010, the number of awards presented by TSAC for the prestigious Ned McWherter scholarship will increase.
  - Assessment: Number of students receiving Ned McWherter scholarships
    - ✓ **Target:** By 2009-10, the number of students receiving this award will increase to 100.
    - ✓ **Baseline:** In 2000-01, 50 students received Ned McWherter scholarships.
    - ✓ **Progress:** In 2003-04, 44 students received Ned McWherter scholarships.
6. By the year 2010, decrease the gap between the level of financial aid available to Tennessee college students and the nation .
  - Assessment: Financial aid per undergraduate FTE (NASGAP)
    - ✓ **Target:** By 2009-10, the amount of financial aid awarded per FTE will reach the current national average of \$467.
    - ✓ **Baseline:** In 2000-01, financial aid allocations equaled \$139 per FTE.
    - ✓ **Progress:** In 2002-03, financial aid allocations equaled \$236 per FTE.
7. By the year 2010, a new methodology for determining and comparing instructional costs in higher education will be implemented and will provide national benchmarks for comparing, tracking, and managing instructional costs.
  - Assessment: Implement the Delaware Cost Study
    - ✓ **Target:** Report initial findings from the Delaware Cost Study and develop benchmarks for 2005 through 2010.
    - ✓ **Baseline:** 2001-02 Prepare for implementation of the Delaware Cost Study.
    - ✓ **Progress:** Delaware Cost Study implemented. Results to be released in Fall 2005.

## Research, Public Service, and Economic Development



**Goal Six: By the year 2010, the role of higher education in promoting workforce and economic development, as well as research and public service directed towards improving the diverse communities of Tennessee will be delineated, documented, and strengthened.**

The value of the private sector to public higher education in Tennessee has never been greater than at this particular time. Given the state's struggle to sufficiently support the on-going operation of institutions and the already too heavy financial burden placed on students, external sources are looked to for sponsoring innovations that will build public awareness of and advocacy for education. Corporations, foundations, and individuals are in positions to make long-term contributions in the broadest interests of Tennessee by launching programs that the state is incapable of underwriting.

Among the primary functions of a university community are its commitment to public service and its quest to expand the search for truth through research. Public service is the mechanism by which higher education fulfills part of its public trust to improve the lives of those it serves. State funding for research is vital because it often acts as seed money for universities to attract private and federal matching dollars that greatly increase the resources available for research.

### **OBJECTIVES FOR EXCELLENCE:**

1. By the year 2010, the economic impact of higher education credentials upon individuals, communities, and the state will be documented and tracked.
  - **Assessment:** Percent of students employed two years post-graduation as matched via Unemployment Insurance (UI) data.
    - ✓ ***Target:*** By 2009-10, 55 percent of graduates will be employed within Tennessee two years post graduation.
    - ✓ ***Baseline:*** According to UI data, 50.4 percent of 1997 graduates of Tennessee public colleges were employed in Tennessee in 1999-00.
    - ✓ ***Progress:*** Data pending for 2003-04.

2. By the year 2010, expenditures from state and restricted sources in support of research will increase over baseline amount.
  - Assessment: Total research expenditures
    - ✓ **Target:** By 2009-10, total research expenditures will increase by 20 percent over baseline expenditures to \$258,837,000.
    - ✓ **Baseline:** In 2000-01, research expenditures totaled \$215,697,300.
    - ✓ **Progress:** In 2003-04, research expenditures totaled \$276,504,357.
3. By the year 2010, expenditures from state and restricted sources for public service will increase over baseline amount.
  - Assessment: Total public service expenditures
    - ✓ **Target:** By 2009-10, total expenditures for public service will increase by 20 percent over baseline expenditures to \$211,803,000.
    - ✓ **Baseline:** In 2000-01, expenditures for public service totaled \$176,502,400.
    - ✓ **Progress:** In 2003-04, expenditures for public service totaled \$200,361,744.
4. By the year 2010, job placement rates for graduates of Tennessee Technology Centers (TTC) will be maintained at current levels.
  - Assessment: TTC graduate job placement rate
    - ✓ **Target:** By 2009-10, Tennessee Technology Centers will maintain a job placement rate of 82 percent for graduates.
    - ✓ **Baseline:** In 2000-01, the job placement rate for Tennessee Technology Centers graduates was 82 percent.
    - ✓ **Progress:** In 2003-04, the job placement rate for Tennessee Technology Centers graduates was 80 percent.



## CONCLUSION

If the series of priorities, goals and indicators identified in this document are to be accomplished, an infrastructure must be developed to support the work of the Tennessee Higher Education Commission and other stakeholders participating in the process. The infrastructure will need to contain at least the following elements:

- Strong statewide and local public/private partnerships that supply leadership,
- Continuing and enhanced coordination and evaluation of joint initiatives of the State Board of Education, the Department of Education, and the Tennessee Higher Education Commission, through appropriate staffing,
- An information technology infrastructure that facilitates sharing of academic program and performance information within and across educational agencies and institutions (P-12 and higher education),
- Increased state resources and constant effort to supplement those resources with external funds.

The importance of a vibrant higher education system for the future of Tennessee cannot be understated. Both civic and corporate partners and those within higher education acknowledge that higher education is the engine that will drive Tennessee's economy in the new century. In an economic era that demands technical expertise, Tennessee must improve the quality of education that it provides to its citizens if they are to remain competitive in the global marketplace. Of equal importance, higher education serves as the guarantor and the protector of those principles central to the cultural and political health of our democracy.

## THE CHARGE TO STAKEHOLDERS

This document articulates six areas of emphasis and associated goals and indicators established by the Tennessee Higher Education Commission. These priorities will serve as the focal points for planning activity for the ten-year cycle. However, the plan is not complete until it is implemented in both activity and intent. It will be the task of key stakeholders including statewide and local P-16 councils, Tennessee's postsecondary institutions and school systems, the Governor, and the General Assembly to develop and support these priorities by building the infrastructure necessary to accomplish these ambitious, but essential goals for the future of education in Tennessee.